**Gathering Information**

**Teacher Candidate**: Ja’Corey Hagger

**Grade Level:** 3rd **Date of lesson:** 11/20/11

**Content Standards:** State the **unit goal** and identify one or two primary local, state **or** national curricular **standards** to which your lesson aligns. What key **knowledge and skills** will students be able to demonstrate as a result of your instruction?

* **Unit goal** is to identify the lives of individuals and people in particular places and in those human built places called regions.

**NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS**

* Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
* Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).
* Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
* Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**DoDDs Standards**

* 3SSK6: Use technology to gather information and communicate learning.
* 3SSK4: Follow set rules to complete an assigned task, individually or within a group.
* **Skills**:
  + Use technology to gather information and communicate learning
  + Follow set rules to complete an assigned task, individually or within a group.
* **Knowledge:**
  + Facts about a their specific region
  + Basic geography (travel routes) of their specific region

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students are aware that there are several different types of genres and are familiar with fiction genres. Students are also familiar with using graphic organizers and how to follow directions to get to where they need to on the computer.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will

* Use nonfiction texts to gather and document information
* Raise questions concerning the topic of study – regions
* Create charts and diagrams on information presented in nonfiction text
* Report on their findings

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* I will observe the students as they are in the different stations, taking notes to determine their use of nonfiction texts for gathering information. If there is any confusion, I will assist students.
* I will review their nonfiction study sheet (KWL) to see if they were able to fill in each area.
* I will also evaluate students in their group interaction and presentation.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Reading data sheet, computer/printer access, library access, Primary source text – book on regions

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explain **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry because the lesson allows students to explore region facts and doesn’t use prompts to guide their findings

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

1. First I will start off by having the students sit on the read aloud rug and hold up a book on regions of the US and ask the students to make a prediction about the book based on the cover and title. Then I will explain that the book is an informational or nonfiction text and tell what it is about. We will then go through the book look at the pictures (primary source photos) and bold titles, students will tell what they notice about the book. I will then ask students the students how nonfiction books may be different from fiction stories they have read and finally I will give some examples.
2. I will now explain to the students how nonfiction texts contain factual information. I will then ask the students what they know about the different regions of the world and what they would like to know (recording students questions and facts on the KWL chart of nonfiction study sheet). Next I will read the book on regions and gradually stop to ask if students have any new questions. Then at the end ask students if they have learned anything new.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. I will now explain to the students that for the next few days we will be exploring different regions all over the world and that they will be split up into several groups. The informational that they will need to gather will need to be nonfiction of informational and the information will be used to inform others about the region thru a news cast. In your groups you will be learning about the culture of your specific US region along with the needs and wants of the people there.
2. Students will be assigned based on interest to a region based on either first, second or third choice they will then create their own KWL chart answering the “K” and “W” as a group.
3. I will then show the groups the different stations set up in the classroom (and media room), including the computer station that already has a webpage bookmark of the different regions. Students will be reminded to always write new things learned under “L”. Students will also be allowed the opportunity to go to the library and find informational text regarding their region.
4. Students will now go off into their groups and they will begin the nonfiction research on their US region. Students will first evenly divide the work among the group and each student will look up a different primary source located under their region. Ex. Photographs, art and news paper articles, letters, etc. students
5. They will organize all of the information found by creating a graphic organizer. Students will be allowed to print documents that they find useful with limit to only printing 10 pages per group. This graphic organizer should hold all of the information that is found, until used at the final presentation.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

1. Students will be sharing the information they learned with the class. Each group will select one person to share something interesting about their region. The other students will be asked to share other information or new questions they have from their nonfiction books.
2. Students will organize their findings
3. We will discuss as a class what we have learned during this lesson. The purpose of this lesson is for students to understand the reason of nonfiction is to inform the reader.

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| --- | --- | --- | --- |
| Before reading |  | After Reading |  |
| My first Thoughts | **Questions I have** | **New Learning** | **New Questions** |
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**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| John Doe | * 1. Students has ADHD   2. Student is on an IEP | Student is not able to sit and focus for a long period of time. Groups will be allowed to remove around the class as necessary. |